

FOLIO

University of Alberta

11 September 1986

Writing at the University of Alberta: Preliminary Findings From the 1985 'Survey of Instructors'

During its discussions in the 1984-85 session, the General Faculties Council Writing Competence Committee (WCC) became more and more interested in the issue of writing in University of Alberta courses. The WCC since it was formed in 1977 had been mainly concerned with the establishment of the Writing Competence Test and remedial courses as a way of alleviating what the 1977 Committee saw as serious deficiencies in student writing. In the 1980s, the Committee's mandate became to advise GFC on the operation of the Test and on the Writing Competence policies that in recent years have been undergoing important shifts and changes, and the Committee extended its range of operations to consider the skills of Alberta secondary students, working jointly with the Alberta Teachers' Association to produce a document titled "The Writing Competence of Alberta Secondary Students" in 1983.

Writing in University courses has not been ignored in GFC

deliberations; there is still in force a 1977 GFC minute urging instructors in undergraduate courses to explain to students that competence in written work will constitute part of the basis on which their grades will be determined, and requesting all instructors to make clear at the outset of their courses their expectations as to the standard and importance of written work in their courses. However, despite the existence of this minute, there is very little hard information available on the use and significance of writing in the University as a whole, and thus the Committee felt that a vital element in the picture of student writing and writing deficiencies was missing. Toward the end of the 1984-85 session, then, the Committee approached Ted Holdaway and Phil Davidson of Institutional Research and Planning (IRP) to see if they would help design and distribute a questionnaire intended to discover how extensively what we called 'extended writing', that is, reports, essays and larger-scale written productions, was used and assessed in University courses. We were also interested to know whether instructors perceived their students as having writing problems, whether they were interested in referring them for help, and whether they were interested themselves in discovering how to use writing more effectively in their courses.

As it happened, we learned that the Committee on Teaching and Learning had approached IRP at about the same time we had, proposing a questionnaire designed to discover the extent of the need for a service that would teach students various kinds of classroom, library and study skills. It made no financial sense to do extensive duplicate mailings, and so what was sent to 2,600

instructors in November 1985 was a questionnaire titled "Survey of Instructors" which consolidated questions of interest to the WCC with questions of interest to the CITL. Just over half of these instructors returned useable questionnaires. It seems justifiable to call these returns representative in the sense that they were distributed widely in terms of Faculty, rank, class sizes, etc. However it also seems reasonable to assume that respondents tended to be those staff who had a more pressing interest in the issues concerning writing and learning raised by the questionnaire.

When all the written comments at the end of the survey are tabulated, IRP will be issuing a complete report on the Survey, and both the WCC and CITL will no doubt have more extended comments to make on that report. However, Phil Davidson of IRP has already extracted much information of interest to the WCC from his user-friendly computer and it seems useful to us to acquaint interested members of the University community with what we have learned about writing in the University so far, so as to start to generate debate on what we consider to be a very important issue for the University as a whole.

What follows, then, is a preliminary commentary on the questions on the survey which were of interest to the WCC. In our commentary we have tried to keep separate the presentation of the statistical information and our conclusions and speculations about the meaning and implications of the statistical findings.

Question 1. In this question we asked instructors what percentage of students' grades in their courses would be based on the following kinds of assignments: non-verbal, multiple choice, fill-in-the-blanks, single sentence, short answer, extended writing, other.

Trailer 'Parks' Named

Signs will soon identify the various clusters of trailers on campus. It has been determined that those trailers on the site of the old Algonquin Apartments will be called "North Garneau Trailer Complex, Temporary Home for the Faculty of Arts." The Departments housed here are Comparative Literature and Germanic Languages and the Canadian Studies Program.

The Agriculture Greenhouses site is "Trailer Complex No. 1, Faculty of Arts, Romance Languages."

"Trailer Complex No. 2" is near the Civil-Electrical Engineering Building.

At Corbett Hall, the trailers closest to the Red Cross Blood Transfusion Building have been designated "Corbett Hall Trailer Complex."

The other piece of new signage in the immediate area will identify the "Rehabilitation Medicine Lecture Theatre and Trailer Complex." □



Quote

"If we don't get a handle and hold finally in Alberta with all of our resources to lowering dramatically our unemployment rate, then it seems to me that those who need the services of AADAC are going to be continually high . . ."

Source: A report in *Alberta Hansard* of a speech by Rev. William Roberts, MLA for Edmonton Centre, in the legislature. □

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Clearly the kinds of work used for assessment in the University are very diverse. More respondents appeared to base their grades at least partially on extended writing (i.e., reports and essays) than any other kind of student work (in 38 percent of courses more than 51 percent of the grade). However, in a sizeable percentage of courses represented, no percentage at all of the course grade was based on extended writing (30 percent). Translated into course registrations, the figures look even more striking; fully 42 percent of student registrations in courses covered by the Survey were in courses requiring no extended writing.

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An important, if perhaps unsurprising, correlation emerges when we consider this issue in terms of class sizes. A detailed breakdown shows that as the number of students in the course rises, the kind of work which is used for assessment changes. In classes with 1-9 students, extended writing was used for more than 50 percent of the grade in 57 percent of cases and multiple choice questions were used in under 1 percent of cases. However, in classes of more than 100 students, the figures are 7 percent for extended writing and 39 percent for multiple choice questions. In sum, then, it seems safe to assume that extended writing is not used extensively for assessment through the whole University, and, that, in particular, as class sizes increase, the use of extended writing for assessment correspondingly decreases.

Question 2. In this question we asked instructors to tell us, if they did use extended writing in their courses, how many words students were required to write throughout the course.

Some Faculties such as Arts and Education show requirements for extended writing about equally balanced between the categories of

less than 500 words, between 500 and 2,000 words, and more than 2,000 words required over the duration of a course (usually half-year). In some Faculties, though, extended writing assignments, when required, were clearly much shorter: in Dentistry and Medicine, for example, assigned extended writing was under 500 words per course in 70 percent of cases, and more than 2,000 words per course in only 5 percent; in Science the figures were 65 percent and 15 percent, respectively. On average, 500 words per course is more likely to be required in a first year course than in excess of 2,000 words; the likelihood is about equal at the 300 level, but again, an important variable appears to be class size. The results show that the larger the class, the less the likelihood of students being asked to write more than 2,000 words over the duration of the course.

Question 3. In this question we asked instructors to rank the extent to which they took into account student writing abilities on a scale ranging from 1, "not at all" to 5, "a great extent."

Considered on the average, about 28 percent of instructors take student writing ability into account

"not at all" or only "to a slight extent"; about 37 percent take it into account "significantly" or "to a great extent." When these figures are broken down by Faculties, we note that the "not at all" responses are highest for courses in, for example, Science and Medicine, and "a great extent" responses are highest in Arts, Education and Physical Education. So we notice, for example, that in 60 percent of courses in Science, writing ability is considered "not at all" or "to a slight extent"; in 68 percent of courses in Arts it is taken into account significantly, or "to a great extent."

Question 4. In this question we asked instructors whether they assigned a specific percentage of the mark to written expression, and, if so, what percentage.

On average, about 75 percent of courses at all levels assigned no specific percentage for writing. About 20 percent of courses in Education and Arts devoted more than 10 percent of the mark to written expression; about 5 percent of courses in Faculties like Business and Medicine did so.

Question 5. In this question we asked instructors to identify (on a scale of: 0 "not applicable"; 1 "no or minor problems"; 2 "some students have significant problems"; 3 "a substantial minority have significant problems"; 4 "the majority have significant problems") areas in which their students experienced problems. The areas covered included: understanding lecture presentations, participating in discussions, understanding assigned readings, remembering important material, locating appropriate literature, organizing written materials, writing correct English, and conducting applied work.

In more than a third of their courses, instructors perceived that "some students have significant problems" in organizing writing and using correct English. The scores in this category on the scale were higher for the writing areas than for any other area. For category 3 on the scale: "a substantial minority have significant problems," problems in the two writing areas were perceived in at least double the frequency for other student problems.

Question 6. This question asked instructors what percentage of their students would they refer to the Testing and Remediation Centre if remedial help for writing was available on a voluntary basis. We then went on to ask the same question for a series of other skills, including library skills, critical

analysis, dealing with stress, and so on.

It looks as if quite a substantial number of students would be referred by instructors for help with their writing. Interestingly, referrals are not just relevant at the freshman level; it appears that students from the 300 level are just as likely to be referred, as well as some from the 400 level and beyond. The most puzzling thing about responses to this question is that, though quite large numbers of student referrals were promised for all areas, it appears that fewer students would be referred for writing help than for help in the other areas identified by this question. This is the more puzzling in that Question 5 identified this as the area of greatest problems over-all. Our speculations on the reasons for this apparently puzzling disparity appear below.

Question 8. This question asked instructors to indicate agreement or disagreement with three assertions concerning the responsibility for improving writing standards and study skills.

The large majority of respondents believed that the University (77 percent agreeing vs. 10 percent disagreeing), Faculties (65 percent vs. 15 percent) and staff members (60 percent vs. 20 percent) are responsible for improving writing standards and study skills.

Question 9. This question asked instructors to support or oppose three methods of financing assistance offered to students in the areas of academic skills.

More instructors opposed than supported financing this assistance primarily from operating funds or primarily from charging fees to users. A majority (albeit a somewhat narrow one), however, supported financing this assistance "about equally from fees and operating funds."

Question 10. This question asked instructors how likely they would be to take advantage of assistance in developing their instructional skills in areas like "selecting appropriate readings," "organizing a course outline" and the like.

Two of the specified areas interested the WCC in particular. First, we noted that 18 percent of respondents saw themselves as "likely" and 12 percent saw themselves as "certain" to see in "using written assignments to promote course objectives." Second, we noted that 22 percent saw themselves as "likely" and 13 percent as "certain" to seek help in "selecting/grading essay questions."

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persons.



University
of
Alberta

Deadlines:

Notices of coming events: 9 a.m. three weeks in advance of desired publication date.
Classified advertisements: 3 p.m. one week in advance of desired publication date. This date also serves as the deadline for cancellation of advertisements. Advertisements cost 30 cents per word with no discount for subsequent insertions. There is a maximum limit of 30 words and a minimum charge of \$1.50. Contributors' corrections will be assessed at \$1.50 for each line in which an insertion is made. Advertisements cannot be accepted over the telephone. All advertisements must be paid for in full at the time of their submission.
Display advertisements: 3 p.m. one week in advance of desired publication date. Contact Public Affairs for sizes, rates and other particulars.

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Grant Given for Dental, Medical and Nutritional Studies

the Over-65s

Kellogg Salada (Canada) Inc. and the Dairy Bureau of Canada have given a substantial grant to the University for dental, medical and nutritional research studies of older people living in Alberta.

The grant, in excess of \$200,000, will be coordinated by Tony Hargreaves, Director of Graduate Studies and Research, Faculty of Dentistry, in association with Gordon Thompson, Dean of Dentistry; Elizabeth Donald, Home Economics; and Tom Overton, Applied Sciences in Medicine.

The need to have accurate information on the diet and nutrition of the older person in Canada is important and this new project was designed in a unique way to look at dental and general health. Specifically, it will see if oral health affects dietary choice and if diet contributes to dental disease. It will also assess diet and nutrition of older people, with emphasis on a number of key nutrients, including folacin, vitamin B 12, vitamin D metabolites, calcium and phosphorus. Dental and nutritional findings will be interrelated with bone loss.

Osteoporosis (the loss of calcium from bones) causes much human suffering and is very expensive to combat. The new project involves the use of research techniques and technology, developed by Dr. Overton's bone research group to examine bone loss, and these are a key factor in this interdisciplinary research study.

The Dairy Bureau has allocated

\$150,000 of the total grant for the bone density studies under the direction of Dr. Overton; Kellogg Salada has given the balance of the money for the dental, nutritional and other medical studies.

Dr. Donald is directing the nutrition research and has begun field studies with the help of a team of graduates in Foods and Nutrition to aid in accurately collecting dietary intake data. Tapan Basu is collaborating with Dr. Donald in nutrient analysis.

The dental component began last month and should be completed by the end of September. The bone density studies will then get under way and continue through 1987 and early 1988.

Equal numbers of women and men (a total of 150 between the ages of 65 and 74) have volunteered to participate in the study. The recruitment of volunteers was undertaken with the cooperation of the Society for the Retired and Semi-Retired in Edmonton, in conjunction with the city's medical officer.

Drs. Hargreaves and Thompson have received more than \$150,000 during the past seven years from Kellogg Salada (Canada). They have used the funding to develop a computerized nutrient data base and to examine profiles of and associations between dental conditions and dietary patterns in Canadian school children. This data base is considered to be one of the most up-to-date and sophisticated nutrient assessment tools available. □

Cooperative Projects With Thai Government Now Number Six

During the past 20 years, the Department of Educational Administration has been involved in a series of cooperative projects with the Government of Thailand. The first project concentrated on the comprehensive high school and the most recent (Thai Project VI) is intended to train seven senior administrators in community school leadership. The program, which runs from 3 September to 12 December 1986, consists of approximately six weeks of academic study and six weeks of practica in schools, colleges and government departments.

The group will be exposed to a variety of arrangements for community education in Alberta by means of special tours and visits across the province.

Project VI was conceived and planned by the late L.R. Gue (Educational Administration) and is now under the direction of Jim Small.

An official welcome for the Thai educators will be held in the Heritage Lounge, Athabasca Hall, at 3 p.m. on 8 September. Many of the leaders of previous Thailand/University of Alberta projects will be present. □

You are Invited to Hear Three Outstanding Speakers

University of Alberta 75th Anniversary Lectures

Thursday, September 25:

Radioactivity in the Service of Humanity

**Dr. Rosalyn Yalow,
Nobel Prize Laureate**

The John A. Allan Lectureship in Science

Tuesday, September 30:

The Famine Fighters

**Dr. D. Paarlberg,
Professor Emeritus, Purdue University**

*The Nathaniel H. Grace Lectureship
in Agriculture*

Tuesday, October 14:

Wood Chips to Computer Chips – Will Canada Change?

**Dr. Gordon MacNabb, Past President
Natural Sciences and Engineering
Council of Canada**

*Robert M. Hardy Lectureship
in Engineering*

**All lectures will take place at 4 p.m.
in Lecture Theatre 1,
Humanities Centre,
University of Alberta.**

Admission is free and the public is urged to attend these important lectures.

Sponsored by the Alberta Research Council
in recognition of the 75th Anniversary of the
University of Alberta

Writing

Continued from page two

Conclusions and Speculations

In drawing conclusions from the statistical material I've just described, which is only a small part, of course, of the vast amount of information collected by Institutional Research and Planning, we need to be somewhat cautious. The Survey was completed by just over half of those to whom it was sent. We do not know if those who failed to respond differ in some significant way from the respondents. Nevertheless the Survey was a valuable source of information, in that responses were spread through virtually every Faculty, ranging from a response rate of 35 percent for Faculties with the lowest rate of return to a response rate of more than 60 percent for those with the highest rate of return, and in that responses came from all ranks of teaching staff at the University (divided as follows: 31 percent for full professors; 18 percent for associate professors; 11 percent for assistant professors; 15 percent for sessional lecturers; 19 percent for GTAs; 6 percent other and missing). Most encouraging is the high level of interest represented by the 28 percent of respondents who announced themselves willing to have discussions with representatives of the WCC and/or the CITL on the issues raised by the Survey.

It seems a fair assumption, given the results we received, that extended writing, writing that teaches students how to put together words, sentences and paragraphs, is not used for assessment at all in quite a large number of University courses. To repeat the figure: in the courses surveyed, more than 40 percent of student registrations were in courses requiring no extended writing. Opinions differ on the WCC as to whether that number is too large. Clearly, the subject matter of some courses demands that student responses be in forms other than the form of essays or reports. It seems equally clear, though, that students will only value effective writing if it is valued in many of the courses that they take. This, then, seems the point at issue for Faculties and departments: are they giving writing the attention within their courses that is possible, given the constraints of their discipline? We would like to see discussion on these lines start throughout the University.

The way in which writing abilities can be assessed once the value of such assessment is acknowledged is, of course, also a subject of debate. Some instructors believe that a separate percentage of a grade for written expression is inappropriate because content and form are inseparable. Others believe that students will not learn the value of writing unless a separable percentage devoted to writing skills is evident in their marks. The WCC sees both positions as tenable, provided the student has some tangible evidence that his or her instructor values written expression.

The discrepancy between writing skills being seen as the major problem area for students and the tendency to anticipate referring fewer students in this area than in other areas of study skills clearly needs further investigation. The WCC speculated that the reason for this discrepancy might be that instructors saw students as already receiving remediation in the area of writing. Or that instructors had an image of the Testing Centre as a place threatening to the students' self-esteem, concerned only with testing and the most 'bare bones' kind of remediation.

If the Testing and Remediation Centre has such an image, and if, as our results show, referrals would be appropriate at all levels of a student's career, not just the freshman level, then it seems that what might be indicated in the longer term is the transformation of the Testing and Remediation Centre into a multipurpose Writing Centre. Such a Centre, as well as offering some limited testing,

might offer writing courses designed for students in different disciplines and at different levels of university work. It might also offer help for instructors in various disciplines who wish to use writing more effectively in their courses, and the responses to Question 10 encourage us to think that such help would be welcomed by a substantial number of instructors.

These, then, are the preliminary reflections and conclusions of the 1985-86 WCC on the results of the Survey we co-sponsored with the CITL. What we hope to do is to begin a debate on writing in the University. Can writing be used more widely and more effectively in University courses? What is the effect of not so using it? Could the eventual transformation of the Testing and Remediation Centre into a multipurpose Writing Centre be a key feature in the improvement of student writing, and instructors' attitudes to writing, within the University itself? The Writing Competence Committee looks forward to the discussion of these questions in the University community at large.* □

** Chris Bullock (English) prepared this article. Dr. Bullock was the Chairman of the General Faculties Council Writing Competence Committee during the 1984-85 and 1985-86 academic years.*

Readers wishing to respond to the Writing Competence Committee's report on the "Survey of Instructors" (1985) may write to: The Chairman, GFC Writing Competence Committee, c/o Mr. A. Paterson, Secretary to the WCC, 2-5 University Hall, University of Alberta.

Morning Side With the Early Birds

They're known as the Early Birds, this particular group of devotees of Fitness Coordinator Art Burgess's multifaceted conditioning programs. If you like to cover ground under your own steam and can kick start your body at 6:49 a.m. you may wish to join them on 17 September.

The 'Birds', Campus Fitness and Lifestyle and Lotto 649 have teamed up to sponsor two fun runs—one 3.5 km, the other 6.49 km. The short course is approximately one lap around campus; the long course consists of two laps. Both junkets start and finish on Steve Fonyo Track.

The entry fee is \$6.49. Entry forms are available at W1-08 Van Vliet Centre. Deadline for entries is

noon on 16 September.

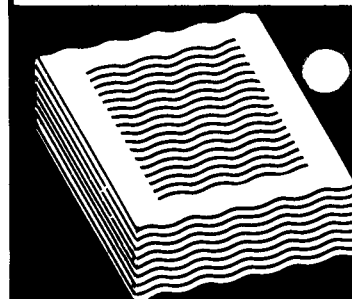
Draws for prizes will take place immediately after the two fun runs in the Faculty Lounge, Van Vliet Centre. □

Study Leave: Deadline for Applications

In accordance with The Faculty Agreement, applications for 1987-88 study leave should be submitted, through Department Chairmen to Deans, no later than 15 October 1986.

Application forms are available in Faculty offices or from the Office of the Vice-President (Academic). □

Currents



Campus Reviews

As part of the process of carrying out systematic reviews under the guidance of the President's Advisory Committee on Campus Reviews (PACCR), the Department of Pharmacy is completing the self-study phase of the review process. The other major phase of the process is the site visit and assessment by the Unit Review Committee. In preparation for this second phase, PACCR invites written comment prior to 3 October 1986. Submissions are for the use of the Unit Review Committee and will be held in confidence by the members of that committee.

Submissions should be sent to: Mrs. Shirley Moore, Co-ordinator, PACCR Office, W4-13 Chemistry Building, Attention: The Department of Pharmacy Unit Review Committee.

Audio-Visual Projection Stands

Audio-visual projection stands (also referred to as carts) are now being manufactured by the Technical Services Machine Shop and are available from Audio-Visual Services at competitive prices.

The stands, which can be purchased onidents, come in four sizes, 26-inch, 34-inch, 42-inch and 54-inch, complete with rubber mats and a power bar if desired. Special requirements can be accommodated.

To view the stands, stop by Audio-Visual Services, L2-6 Humanities Centre.

Faculty Curling League

The University Faculty Curling League is now accepting applications from interested teams and individuals for the 1986-87 season. There will be 21 games between 29 September and 16 March. They will be played every Monday at 5 p.m. at the Shamrock Curling Club, 9330 80 Avenue. The fee for the season is \$85 per person. Brian MacPherson (Anatomy, 432-3356) is handling registration.

Faculty Badminton Club

Badminton will be played every Wednesday evening, 7:30 to 10 p.m., in the Education Gymnasium (west end of Education Centre), beginning 10 September. Faculty, research associates, post-doctoral fellows and spouses are welcome; beginners and professionals included. Annual fee: \$10 per person, including cost of birds.

Additional details from Gordon Freeman, 432-3468, Bhala Paranjape, 432-3586, or Nancy Cyr, 450-5417.

University Toastmasters

University Toastmasters meets on the first Wednesday of each month (supper meeting, 6:30 to 9:30 p.m.). On all other Wednesdays, meetings are held from noon to 1 p.m. in 303 Cameron Library. Guests welcome.

For further information, telephone Mark (432-3308).

Department of Pharmacology Reaches 25th Anniversary

On 18 and 19 September, the Department of Pharmacology will celebrate its 25th anniversary as an independent department. As was customary in the 1920s and '30s, the University of Alberta Medical School combined Physiology and Pharmacology in a single department. It was recognized in the late 1950s, however, that these disciplines really should be separated and the first Chairman of a separate Department of Pharmacology, E.E. Daniel, assumed the chairmanship in 1961.

Currently, the department has about 12 full-time faculty, including two scholars of the Alberta Heritage Foundation for Medical Research, an active honors/specialization and graduate program, teaching responsibilities in the Faculties of Science, Pharmacy, Dentistry, Nursing and Rehabilitation Medicine as well as

courses in the Faculties of Medicine and Graduate Studies and a substantial commitment to research.

The celebrations on Thursday, 18 September, will include a scientific poster session in the department where alumni, current staff and guests will present posters outlining their current research, and a banquet at the Faculty Club. A symposium on recent advances in pharmacology will be held in Bernard Snell Hall, Mackenzie Health Sciences Centre, on Friday morning starting at 9:30. Three of the department's most distinguished alumni will be present. They are: Dr. Daniel, first chairman of the department who is currently at McMaster University; Terry Kenakin from Research Triangle Park in North Carolina; and Chris Triggle, Associate Dean of Research at Memorial

University, Newfoundland.

Everyone is welcome to attend the poster session and the symposium. More details can be obtained from the Chairman, D.A.

Cook, 432-3575, or from the Administrative Officer, Judy Deuel, at the same number. □

Talks

C-I-L Distinguished Lecturer

11 September, 3 p.m. Rutherford Aris, University of Minnesota, "Poetry and Mathematical Modelling." 346 Chemical-Mineral Engineering Building.
12 September, 3 p.m. Professor Aris, "The Stir Tank Forced." 346 Chemical-Mineral Engineering Building.

Alberta Heritage Foundation for Medical Research

11 September, 4 p.m. Richard Cammax, Department of Biochemistry, University of London, King's College, "What is the Purpose of Iron-Sulfur Clusters in Biology." 2J402 Mackenzie Health Sciences Centre.

Canadian Mediterranean Institute

11 September, 7:30 p.m. Rosemary Nielsen and Robert Buck, "Greek Lyric Poet Simonides of Ceos and 'The Female Condition'." Lecture Room, Provincial Museum.

Sociology

17 September, noon. Brown Bag Seminar—David Ashton, University of Leicester, U.K., "The Crisis of Youth Unemployment in Britain." 5-15 Tory Building.

Rehabilitation Medicine

18 September, 3:30 p.m. Gary Holdgrafer, "An Overview of a Model of Communication Development." T109 Corbett Hall (classroom in trailers adjacent to Corbett Hall).

1986 E.L. Empey Lecture

24 September, 7:30 p.m. Eloise Murray, "Considered Choices for the Future: Global Issues and Home Economics." 2-115 Education North.

Women's Program and Resource Centre

24 September, 7:30 p.m. Lois Fenna and Sara Berger, "Nicaragua: Women and the Revolution." L-1 Humanities Centre.

Anatomy and Cell Biology

25 September, 11:30 a.m. Rosalyn Yalow, Veterans Administration Medical Center, Bronx, N.Y., "Brain—Gut Peptides." Bernard Snell Hall, Mackenzie Health Sciences Centre.

UAYs and WISEST

27 September, 9 a.m. Rosalyn Yalow, winner of the 1977 Nobel prize in Medicine and Physiology, "But Can You Type—Pathways to a Nobel Prize." 4th Floor Cafeteria, Education North. RSVP to M.A. Armour, 432-5566.

CITL

30 September, 10 a.m. Peter Lown, Barrister and Solicitor, Faculty of Law, "Copyright." TB-W2 Tory Building.

The Arts

Beaver House Gallery

Until 20 September. "From Edmonton to Tokyo"—an exchange exhibition of printmaking students from the University of Alberta and the Tokyo National University of Fine Arts and Music.

Ring House Gallery

Until 12 October. "Contemporary British Drawings"—an exhibition of 90 works on paper by 22 British artists showing the diversity of the drawing medium in Britain in the 1960s and 1970s.

Bruce Peel Special Collections Library

Exhibitions on view: "The English Civil War and Interregnum: 1642-1660" and "L'histoire du Costume Féminin Français de l'an 1037 à l'an 1870."



President's Advisory Committee on Sexual Harassment (PACSH)

Sexual harassment is unwanted attention of a sexual nature, often with an underlying element of threat or coercion. Sexual harassment may occur between employer-employee, between professor-student, or between student-student.

If you need advice about a sexual harassment situation you can seek help from your association or union, or you can reach any member of the President's Advisory Committee on Sexual Harassment (PACSH) for confidential advice by phoning 432-TALK. The members of PACSH are:

(academic staff) Anne McLellan
Associate Dean of Law and
Chair of PACSH
Paul Hagler
Faculty of Rehabilitation Medicine

Dianne Kieren
Faculty of Home Economics

(non-academic staff) Tim Brockelsby
Department of Planning
and Development

Ellen Kvill, Office of the Comptroller

(undergraduate students) Marguerite Storbo, Faculty of Law
James Thompson, Faculty of Science

(graduate students) Pat Valentine, Faculty of Education
David MacKinnon, Faculty of Education

The PACSH's office is located in 2-1 University Hall, telephone 432-TALK, 432-8255. You can drop in anytime from 8:30 - 4:30 to talk with Ellen Solomon, Coordinator of PACSH, or to be put in touch with a member of PACSH.

3M Teaching Fellowships: Call for Nominations

The Coordinator of the Committee for the Improvement of Teaching and Learning, Bente Roed Cochran, is pleased to notify faculty of the recently created 3M Teaching Fellowships available to Canadian university instructors in 1986.

The 10 fellowships are a result of a combined effort by 3M Canada Inc., and the Society for Teaching and Learning in Higher Education, and are intended to recognize outstanding contributions to

teaching and learning in Canadian universities. The Society and 3M feel the fellowships are a good first step toward rewarding and enhancing teaching at the university level.

The one-year fellowship is open to an individual currently teaching at a Canadian university regardless of discipline or level of appointment. In 1986, some preference will be given to
Continued on page six

applicants from Ontario. In each subsequent year, a different geographical region will be selected for special emphasis.

Each fellowship comes with a citation and includes an invitation to a three-day, all-expenses-paid seminar to be held in the Chateau Montebello, 9 to 12 November, which candidates must agree to attend. The seminar is designed to celebrate outstanding teaching achievements and seek out strategies for expanding the impact of successful teachers.

How to be nominated?

No standard form is required. Self nominations will be accepted, as well as nominations from colleagues and students. Written applications should include:

a) independent evidence that the nominee's teaching is highly regarded by peers and students (e.g., attach awards, summary of teaching evaluations, letters of support from colleagues and students).

b) independent evidence that the nominee has played a leadership role in the development of teaching and learning beyond his

or her own courses (e.g., work on special committees, projects, etc.).

c) a letter from the nominator which summarizes the case for the nominee and notes key items in the supporting evidence.

d) a letter from the Vice-President (Academic), or equivalent, that addresses the nominee's special qualifications for this award and indicates in what ways the institution is prepared to support a project initiated by the nominee.

e) a letter from the nominee indicating that, in the case of a successful nomination, he or she is available and able to accept the terms of the award.

The deadline for receipt of nominations is 1 October 1986. Nominations should be sent to: The Society for Teaching and Learning in Higher Education, 3M Teaching Fellowships, c/o Office of Teaching Resources and Continuing Education, University of Waterloo, Waterloo, Ontario, N2L 3G1. Telephone enquiries to: 1-(519)-885-1211, extension 2579. Include name, address and telephone number of nominator. □

Positions

The University of Alberta is committed to the principle of equal opportunity in employment and encourages applications from all qualified people.

In accordance with Canadian Immigration requirements, these advertisements are directed to Canadian citizens and permanent residents.

Non-Academic

To obtain further information on the following positions, please contact Personnel Services and Staff Relations, 2-40 Assiniboia Hall, telephone 432-5201. These vacancies cannot be guaranteed beyond the date of publication.

Clerk Typist II, Romance Languages, (\$1,190-\$1,478)
Clerk Typist II, (Term—One Year) Office of Student Awards, (\$1,190-\$1,478)
Clerk Typist II (Part-time), Medical Lab Science, (\$833-\$1,035)
Clerk Typist II, Extension (Ed. Media), (\$1,190-\$1,478)
Clerk Steno II, Soil Science, (\$1,190-\$1,478)
Student Records Processing Clerk I, Field Services, (\$1,326-\$1,666)
Clerk Steno III (3/4 Time) (Trust), Psychology, (\$995-\$1,250)
Clerk Steno III, Genetics, (\$1,326-\$1,666)
Clerk Steno III, Computing Science, (\$1,326-\$1,666)
Clerk Typist III, Vice-President (Academic), (\$1,326-\$1,666)
Administrative Clerk, (Catering Co-ordinator), Housing and Food Services, (\$1,478-\$1,888)
Medical Steno, Medicine, (\$1,478-\$1,888)
Secretary (Term to 31 May 1987), Dean of Education, (\$1,478-\$1,888)
Public Relations/Publications Assistant II (Conference Sales Coordinator), Housing and Food Services, (\$1,666-\$2,144)
Technical Assistant I/II, Drama, (\$1,109-\$1,478)

Technician I (Trust), Medicine (Gastroenterology), (\$1,534-\$1,968)
Technician I/II (Trust), Anatomy, (\$1,534-\$2,237)
X-Ray Technician III (Full-Time, Recurring), Stomatology, (\$1,888-\$2,437)
Technologist I (Trust), Dentistry, (\$1,888-\$2,437)
Technologist I/II (Trust), Pharmacology, (\$1,888-\$2,661)
Electronics Technician III, Physical Therapy, (\$2,053-\$2,661)
Technologist II, Genetics, (\$2,053-\$2,661)
Programmer Analyst II, Computing Science, (\$2,237-\$2,905)

For vacant Library positions, please contact the Library Personnel Office, Basement, Cameron Library, 432-3339.

Research Assistants, Centre for the Study of Mental Retardation

The Centre for the Study of Mental Retardation requires two research assistants. These part-time positions (16 to 20 hours per week) start on 1 October 1986.

Minimum qualifications: BA/BSc education, or cognate area; research and/or teaching experience; microcomputer (preferably Apple II) experience; available during school hours; own car. Assets: Background in experimental design and statistics, reading processes, cognition and/or mental retardation. Responsibilities: Conduct research projects in school setting; perform statistical analyses; library research; collaborate on the production of research reports. Wage: \$7 to \$10 per hour, dependent upon experience.

Send résumé, letter of intent and names of three references to: Connie K. Varnhagen, Centre for the Study of Mental Retardation, 6-123d Education North Building, University of Alberta, Edmonton, Alberta T6G 2G5.

Advertisements

Accommodations available

For sale - Apartment condo. at 6805 112 Street. All new rugs. Quick possession. \$32,000. Call Agnes, ReMax Real Estate, 438-1575.

Rent - Furnished three-bedroom townhouse, available October until April 1987. Good bus service to University. \$500 month plus utilities. References and deposit required. Phone 432-5832 (Sheila) or 437-7924 (leave message).

Sale - Six years old, three-bedroom, balcony, basement rent \$650, five-minute drive to University. \$85,600. Also - 1,750 sq. ft. four-car garage, fireplace, \$105,400. 453-1061.

Sale - Hubbles Lake, 4.38 acres with mobile home, trees, high view, \$39,900. Forest quarter at north limit of Wabamun mine, \$49,500. Both beside utility gas. 962-0227 evenings.

Rent - Lovely house, grounds, near University, three bedrooms. Mature couple. \$700/month plus utilities. 436-2488.

Sale - Immaculate, upgraded, three-bedroom home. Gleaming oak floors. Excellent basement development includes brick fireplace. Easy access University. \$87,500. Won't last! Call Joyce Byrne, 435-6064, 436-5250. Spencer's.

Sale - Crème de la crème. Best of Claridge House. Superb, two-bedroom unit offers 1,442 sq. ft. of gracious living. \$110,000. Excellent mortgage. Call John, 469-7436, 469-0210. J. Mayzel Realty.

Rent - Windsor Park house. Two bedrooms and study, six appliances, brand-new kitchen, lovely grounds, quiet street, cats. Available 20 September-30 June. \$900, furnished. Malcolm King, 432-6703.

Sale - Windsor Park. \$109,500. Estate sale. Three-bedroom bungalow. Lot 57'x150'. Walk to University. Chris Tenove, 433-5664, 436-5250. Spencer's.

Sale - Grandview. Executive, custom-built home. Immaculate. New carpeting. Quiet location, close to ravine. For details, call Chris Tenove, 433-5664, 436-5250. Spencer's.

Sale - Windsor Park. 1,548' bungalow. Two fireplaces, five bedrooms. Large, bright kitchen. Two garages. Landscaped, 75'x150' lot. Quiet, University location. Chris Tenove, 433-5664, 436-5250. Spencer's.

Sale - Lakefront, Wabamun. 100' private beach. Winterized cottage. Quiet secluded location. Chris Tenove, 433-5664, 436-5250. Spencer's.

Sale - 160 acre retreat. Only \$25,900. Close to good fishing. Chris Tenove, 433-5664, 436-5250. Spencer's.

Sale - Lot special. \$39,750 up. One acre city lots. Chris Tenove, 433-5664, 436-5250. Spencer's.

Accommodations wanted

House-sitter, responsible, mature. University employee will house-sit six months or more. Call Donna, 432-2274 or 439-3090.

Reliable lady will house-sit. Six months or more. Experienced, references provided. 432-3427 or 432-6216.

Help! - England, London area. Apartment or flat from 23 October to 4 November 1986. 430-6050.

Automobiles and others

1981 Peugeot 505 GRD STND, 80,000 km. Very good condition. \$7,500. 433-2360.

1980 Phoenix, 4-door, 6 cyl., new brakes. \$1,600. Malcolm King, 432-6703.

BMW 2002, 1975. Silver/navy interior, 4-speed standard, Pirelli all-season radials, AM/FM, sheepskin seat covers, 106,000 miles. Very clean, good condition. Asking \$3,450. 433-1093.

1976 Pontiac Acadian, cream. 430-6050.

Goods for sale

New typewriters: Royal electric \$1, Royal and Brother electronics, \$340-\$1,015; IBM electronics, \$1,185-\$1,920. Great features (computer interface). Used typewriters: IBM Selectric II's, etc. Mark 9, HUB Mall, 432-7936.

Services

Donnic Word Processing. Specializing in theses, manuscripts, etc. 8315A 105 St. 432-1419.

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Experienced architect: Will do renovation/new home designs. Call 973-3198 (local).

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Academic Staff Promotions Effective 1 July 1986

Department	Name	New Rank
Faculty of Agriculture and Forestry		
Animal Science	G.W. Mathison	Professor
Animal Science	M.H. Makarechian	Professor
Animal Science	M. Price	Professor
Agricultural Engineering	J.J. Leonard	Associate Professor
Entomology	J.R. Spence	Associate Professor
Faculty of Arts		
Anthropology	L. Fedigan	Professor
Anthropology	C.G. Hickey	Professor
Art and Design	B.B. Bentz	Professor
English	R. Hoffpauir	Professor
English	E.W. Pitcher	Professor
English	S.C. Neuman	Professor
History	J.E. Foster	Professor
Music	H.H. Wiens	Professor
Political Science	A. Tupper	Professor
Religious Studies	E.H. Waugh	Professor
Sociology	L. Hayduk	Professor
Anthropology	O.B. Beattie	Associate Professor
Canadian Studies	S.E. Jackel	Associate Professor
Classics	M. Gaultieri	Associate Professor
Classics	H. Fracchia	Associate Professor
Economics	P.C. Coyte	Associate Professor
Philosophy	M.P. Matthen	Associate Professor
Psychology	P.F. Dixon	Associate Professor
Faculty of Business		
Finance and Management Science	P. Talwar	Professor
Faculty of Dentistry		
Restorative Dentistry	D.A. Scott	Professor
Oral Biology	P.G. Scott	Professor
Faculty of Education		
Secondary Education	T.V. Craig	Professor
Industrial and Vocational Education	A. Meyers	Professor
Educational Psychology	R.H. Short	Professor
Elementary Education	G.J. Fishburne	Associate Professor
Faculty of Engineering		
Chemical Engineering	S.L. Shah	Professor
Mechanical Engineering	T.W. Forest	Professor
Mechanical Engineering	E.M. Gates	Professor
Faculty of Extension		
	R.J. Banko	Associate Professor
Faculty of Home Economics		
Family Studies	J.P. Montgomery	Professor
Interdisciplinary Research Units		
Boreal Institute	R.L. Minion	Librarian II
Faculty of Law		
	B.H. Ziff	Associate Professor
Library		
	J.M. Green	Librarian II
	S.M. Campbell	Librarian II
	E. Howe	Librarian II
	N.A. Campbell	Librarian II

Department	Name	New Rank
Faculty of Medicine		
Immunology	L.M. Pilarski	Professor
Immunology	B. Singh	Professor
Medicine	R.L. Jones	Professor
Medicine	B. Jugdutt	Professor
Medical Microbiology and Infectious Diseases	D.E. Taylor	Professor
Anatomy	N. Milos	Associate Professor
Medicine	W.C. Hulbert	Associate Professor
Faculty of Nursing		
	J.M. Morse	Professor
	L.A. Payne	Associate Professor
Faculty of Physical Education and Recreation		
Physical Education and Sport Studies	D.J. Harris	Professor
Athletics	J.M. Hogg	Associate Professor
Athletics	D. Shogan	Associate Professor
Faculty of Rehabilitation Medicine		
Occupational Therapy	E.S. Brintnell	Professor
Occupational Therapy	H.M. Madill	Professor
Occupational Therapy	M. Walley	Associate Professor
Faculté Saint-Jean		
	D. Desmarais	Professor
	C. Tardif	Associate Professor
	A.P. La France	Associate Professor
	S.M. Landry	Faculty Service Officer II
Faculty of Science		
Geology	B. Jones	Professor
Chemistry	F.F. Cantwell	Professor
Psychology	D.S. Grant	Professor
Geology	K. Muehlenbachs	Professor
Geography	J.H. England	Professor
Botany	K.E. Denford	Professor
Mathematics	J.R. Pounder	Professor
Physics	Z.W. Gortel	Associate Professor
Statistics and Applied Probability	P.M. Hooper	Associate Professor
Mathematics	A.R. Weiss	Associate Professor
Microbiology	P.M. Fedorak	Associate Professor



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